# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** | | | | | | | |
| First and Last Name | | | | | Jessica Williams | | |
| School District | | | | | Menominee Indian School District | | |
| School Name | | | | | Keshena Primary School | | |
| School City, State | | | | | Keshena, Wisconsin | | |
| **Unit Overview** | | | | | | | |
| **Unit Title** | | | | | | | |
| Frog Life Cycle | | | | | | | |
| **Unit Summary** | | | | | | | |
| The students will be able to identify the steps of the Frog Life Cycle. They will explore these steps online and be able to create a template to present the life cycle to other students in order to show they know it. (It is their choice the method they use to create and present this unit.) | | | | | | | |
| **Subject Area** | | | | | | | |
| Science | | | | | | | |
| **Grade Level** | | | | | | | |
| 3-5 | | | | | | | |
| **Approximate Time Needed** | | | | | | | |
| 5 45-minute class periods for 1 week | | | | | | | |
| **Unit Foundation** | | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | | |
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| **Targeted Content Standards and Benchmarks** | | | | | | | |
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| **Student Objectives/Learning Outcomes** | | | | | | |
|  | | | | | | |
| **Curriculum-Framing Questions** | | | | | | |
|  | | **Essential Question** | |  | | |
|  | | **Unit Questions** | |  | | |
|  | | **Content Questions** | |  | | |
| **Assessment Plan** | | | | | | |
| **Assessment Timeline** | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Day 1 | | Day 3 | | Day 5 | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * KWL Chart | * Students take pre-assessment on the frog life cycles, labeling the stages and what happens at each stage. | * KWL Chart | * Students take quiz where they label the frog life cycle stages and explain what happens in each stage. | * KWL Chart | * Students assess peers’ animoto video presentations. * Students take post-assessment on the frog life cycles, labeling the stages and what happens at each stage. | | | | | | | | |
| **Assessment Summary** | | | | | | |
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| **Visual Ranking Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Visual Ranking Project Name** (For the *Visual Ranking* workspace) | | | | | | |
| Favorite Frog Life Cycle Stage | | | | | | |
| **Project Description** (For the *Visual Ranking* workspace) | | | | | | |
| *We will be using this tool to see which stage is the most popular in our class. We will create a graph according to the information collected among classmates.* | | | | | | |
| **Prompt** (For the *Visual Ranking* workspace) | | | | | | |
| List the frog life cycle stages from your most favorite to your least favorite and state why. | | | | | | |
| **Sorting List** (For the *Visual Ranking* workspace) | | | | | | |
| Listed below on the snapshot of the Seeing Reasoning Tool Website. | | | | | | |
| **Practice Ranking** (For your future quick reference) | | | | | | |
| Teacher ID: jwilliams@misd.k12.wi.us | | | | | | Password: frog6969 |
| Practice Team ID 1: Little Froggies | | | | | | Password: frog 1 |
| Practice Team ID 2: Little Froglets | | | | | | Password: frog 2 |
| Practice Team ID 3: Little Eggs | | | | | | Password: frog 3 |
| Practice Team ID 4: Frog Adults | | | | | | Password: frog 4 |
| **Seeing Reason Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Seeing Reason Project Name** (For the *Seeing Reason* workspace) | | | | | | |
| Frog Life Cycle Stages Reasoning Groups | | | | | | |
| **Project Description** (For the *Seeing Reason* workspace) | | | | | | |
| Students will put the Frog Life Cycle Stages in order from their least favorite to favorite. This will help them to really think about all of the different stages of the Frog Life Cycle and remember what each stage involves. | | | | | | |
| **Research Question** (For the *Seeing Reason* workspace) | | | | | | |
| What stage comes before your favorite stage? Why do they have to go through that stage first in order to get to the stage which is your favorite? | | | | | | |
| **Practice Map** (For your future quick reference) | | | | | | |
| Practice Team ID: Little Froglets | | | | | | Password: frog 2 |
|  | | | | | | |
| **Showing Evidence Elements** (Complete this section if this toolwill be used in the unit) | | | | | | |
| **Showing Evidence Project Name** (For the *Showing Evidence* workspace) | | | | | | |
|  | | | | | | |
| **Project Description** (For the *Showing Evidence* workspace) | | | | | | |
|  | | | | | | |
| **Prompt** (For the *Showing Evidence* workspace) | | | | | | |
|  | | | | | | |
| **Practice Case** (For your future quick reference) | | | | | | |
| Practice Team ID: | | | | | | Password: |
| Reviewing Team ID: | | | | | | Password: |
| **Claims** | | | | | | |
|  | | | | | | |
| **Evidence** | | | | | | |
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| **Unit Details** | | | | | | |
| **Prerequisite Skills** | | | | | | |
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| **Instructional Procedures** | | | | | | |
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| **Accommodations for Differentiated Instruction** | | | | | | |
|  | **Resource Student** | |  | | | |
|  | **Nonnative English Speaker** | |  | | | |
|  | **Gifted Student** | |  | | | |
| **Materials and Resources Required For Unit** | | | | | | |

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| **Printed Materials** | Labeling Worksheets, KWL Charts |
| **Supplies** | Bus and lunches for field trip to Navarino |
| **Technology -Hardware** | Computers |
| **Technology -Software** | Internet Browser |
| **Internet Resources** | <http://www.softschools.com/science/frog/life_cycle.jsp>  <http://www.zephyrus.co.uk/lifeofthefrog.html> |
| **Other Resources** | Field Trip to Navajo to see the different stages of real life frogs to add the real-life application to the project. |

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